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ABSTRACT

The Learn to Read project was designed to provide a supportive setting in which functionally illiterate adult students from suburban Cook County, Illinois, and surrounding areas could develop reading and writing skills. The target population included English-dominant adults with basic oral competency but no literacy skills, as well as limited-English-proficient adults who had limited experiences in an educational setting, did not use the Roman alphabet in their first language, or lacked adequate comprehension skills and strategies. The project strategy focused on immediate application of students' needs, with an interactive approach using professional instructors, community volunteers, and peer involvement. More than 50 students were recruited and attended the multi-level classes; at least 66 percent attended 2 or more cycles. Short-term results include the following: two students received previously unattainable driver's licenses; several students enrolled in adult and continuing education or Oakton Community College courses following or concurrent with the reading classes; several students who had been unemployed got jobs; and several students decided to meet in a self-help group during the summer months to continue to improve their skills. Appended are the recruitment brochure and flyer, a suggested materials list; exercises in reading the newspaper, advertisements, discount coupons, and food labels; and a step by step approach used by a volunteer tutor for teaching a student how to read stories specifically written for the student. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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LEARN TO READ

A project to serve functionally illiterate English-dominant adults and limited English proficient adults, involving instructors, tutors and students interacting to try new approaches techniques and methods.

by

Marilyn Appelson
Myrna Lynn Hammerman
Barbara Isaacson

Oakton Community College, District 535

MONNACEP

Maine-Oakton-Niles-Northfield Adult
and Continuing Education Program

1984

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TABLE OF CONTENTS

	Page
Introduction	1
Goals and Objectives	2
Project Activity	3-4
Student Data	5
Instructional Material, Methods, Strategies and Approaches	6
Counseling and Support	11
Observation and Comments	13
Conclusions	16

Appendicies

A. Recruitment Brochure and Flyer

B. Suggested Materials List

C. Newspaper Exercises

D. Reading Ads

E. Coupon Exercises

F. Reading Food Labels

G. Approach and Original Stories for the Non-Reader

INTRODUCTION

The adult and continuing education program of Oakton Community College, District 535, referred to as MONNACEP* applied for a grant for a special project to be conducted under the provisions of Section 310 of the Federal Adult Education Act. Through the proposed project, titled LEARN TO READ, a method to deliver literacy instruction to adults was implemented.

Adult illiteracy has become a pressing national concern. According to U.S. Department of Education figures based on the 1980 census, up to 23 million adults throughout the country, or one out of every five adults, read at or below the sixth grade level. An article in the Suburban Sun Times (April 8, 1983) confirmed that the problem plagues middle class suburban communities as well as inner cities and rural areas. "In suburban Cook and collar counties more than 688,000 of 3 million adults never finished high school.... Many of these, experts say, fall into the category of the functionally illiterate, those who find it difficult or impossible to complete simple reading and writing tasks most people take for granted."

Illiteracy is found among two dissimilar groups which have a common need to develop the tools necessary to cope in our society. One group is composed of English dominant adults who have basic oral competency but have failed to acquire literacy skills throughout their education. The other represents limited English proficient (LEP) adults who had limited experiences in an educational setting, who do not use the Roman alphabet in their first language, or who lack adequate comprehension skills and strategies. The LEARN TO READ project was designed to give functionally illiterate adult students from both populations a supportive setting in which to develop reading and writing skills. Functional illiterates, both LEP and English dominant, were recruited and brought together in a symbiotic learning relationship with an environment supported by teacher-counselors and volunteer tutors. The program emphasized supportive services to improve student retention and motivation as they related to the problems of the target populations.

Nationally, a variety of approaches are currently being used to address the problem of illiteracy. We have tried a practical strategy based on immediate application of students' needs, with an interactive approach using professional instructors, community volunteers, and peer involvement. Reading has to be learned and practiced. The atmosphere created by the MONNACEP teachers, the VITA** volunteers and the students themselves proved to be a significant factor in the learning-to-read process. It was discovered that the acquisition of reading could not be isolated; writing and basic language and communication skills had to be integrated into the learning process.

*MONNACEP = Maine-Oakton-Niles-Northfield Adult and Continuing Education Program

**VITA = Volunteers In Teaching Adults

GOALS AND OBJECTIVES

The overall goal of the proposed project was to develop and implement an adult literacy program for adults in our community who are functionally handicapped because they lack reading skills. The project would simultaneously serve selected English dominant adults and selected limited English proficient adults.*

The objectives for the project for fiscal year 1984 were to:

1) identify and recruit dominant English speaking adults and LEP adults who needed to learn to read in pursuit of specific life goals. (Approximately 25 students selected for two classes, one day and one evening class.)

2) plan and implement a "learn-to-read" process using motivational, symbiotic and enviromnental factors which would improve classroom performance.

3) reduce attrition by 50% among people who are functionally illiterate in English, by integrating counseling into the primary education experience.

4) develop an instructional strategy based on practical reading and writing skills that would have immediate application to the students' needs.

* Students who have basic oral competency, but inadequate or no linguistic competency and are functionally illiterate in English.

PROJECT ACTIVITIES

The project's activities are summarized as follows:

I. Two part-time instructors were hired.

II. The two instructors prepared for their instructional assignment.

a. They surveyed adult literacy literature and consulted with adult educators and ESL and reading colleagues in the greater Chicago area.

b. In conjunction with the project coordinator they developed:

1. a screening procedure
2. a recruitment brochure and flyer (Appendix A)
3. a learning contract
4. recruitment strategies which included press releases, public service radio announcements, and agency contacts
5. classroom instructional strategies and techniques
6. a schedule for the two classes. A daytime class on Tuesday and Thursday morning 9:30 a.m. to noon and an evening class on Monday and Wednesday 7:30 p.m. to 10:00 p.m. were scheduled in the same room at Oakton Community College, Skokie so the materials collected could be shared by both instructors. The calendar for the project allowed for 3 cycles with each class to meet 52 1/2 hours per cycle.

III. The instructors organized their classes.

a. Students were recruited to coincide with the start of each of the 3 cycles. As calls or referrals were received from the various recruitment devices, students were personally called and invited to come in to meet and talk with the instructor.

b. Interviewing and screening were scheduled the week prior to the start of each of the three cycles. Each student was interviewed and screened by the instructors who cooperated in following up immediately on any interested student. The interview and screening process provided the instructors with necessary information about the student. It also gave the students the option of interviewing the teacher so as to determine whether their expectations could be met in the classroom.

c. The numbers of students screened, accepted, referred and enrolled for the fall, winter and spring cycles appear on the Student Data Sheet on page 5.

d. Parking permits and other paperwork were completed at the start and end of each cycle.

e. During each cycle materials were ordered depending upon the needs of the students.

f. VITA (Volunteers in Teaching Adults) tutors were trained in learning experience techniques and in adult education strategies.

g. Strategies were evolved using a variety of techniques and materials. (See Instructional Materials, Methods, Strategies and Approaches.)

h. Periodic meetings were held among instructors and volunteers and instructors and coordinator to discuss the progress of students, instructional methods, material selection and changes needed. These meetings incorporated a sharing of ideas, concerns and set policy and procedures for subsequent cycles.

STUDENT DATA

	DAYTIME CLASS			EVENING CLASS		
	FALL 1983	WINTER 1984	SPRING 1984	FALL 1983	WINTER 1984	SPRING 1984
NUMBER OF STUDENTS SCREENED	23	28	32	22	24	33
NUMBER OF STUDENTS ACCEPTED	18	28	32	19	17	26
NUMBER OF STUDENTS REFERRED	5	0	0	3	7	7
NUMBER OF STUDENTS ENROLLED	12	28	32	16	17	22
TOTAL RETAINED	8	23	28	13	13	14
ETHNIC BACKGROUND						
American Born	3	1	2	6	9	12
Foreign Born	9	27	26	7	8	10
SEX						
Male	3	4	8	11	13	16
Female	9	24	24	5	4	6
AGE RANGES						
Under 20	0	0	1	1	1	2
20 - 29	4	3	6	5	6	4
30 - 39	3	7	8	3	5	8
40 - 49	4	13	7	2	1	4
50 - 59	1	2	6	3	2	3
60 - 65	0	3	2	2	2	1
66 - 70	0	0	2	0	0	0
EDUCATION						
0 - 6 yrs.	2	1	2	2	4	3
7 - 8 yrs.	2	4	3	2	3	4
9 - 12 yrs.	6	14	20	9	6	13
13 - 14 yrs.	2	3	1	3	4	2
15 - 16 yrs.	0	5	5	0	0	0
17 yrs.	0	1	1	0	0	0

INSTRUCTIONAL MATERIALS, METHODS, STRATEGIES AND APPROACHES

The instructional process was shared by teachers, volunteer tutors and students. Together they interacted to help pull down the barriers to learning to read. No one method or material worked best. Although myriad approaches were tried on all students, the students themselves made the ultimate decisions. Some continued in language experience; some worked in pairs all the time; some eventually wanted to work by themselves; a few used commercial materials; many used a combination of materials and methods. For one student, a volunteer developed her own original material. What worked best for the individual was the only criteria.

Language Experience

Language experience was found to be useful for initiating both reading and writing activities. It was a non-threatening approach to which most students had never been exposed. Students dictated to an instructor or a volunteer tutor and initially did not have to read or write. The language experience technique took on many variations and modifications depending upon the proficiency of the students and their immediate objectives. In subsequent lessons, the students discussed a topic of interest with the teacher or tutor and then dictated a story relating their thoughts on the topic. High interest words were chosen to use for special study in exercises and to enter in the students' personal dictionaries. The developed stories became the reading material. Students enjoyed the writing opportunities afforded by this approach. Some copied their stories directly; others edited the original. Still others tried to recreate the original from memory. More advanced students wrote their own stories. These students began to write selections at home or in class. Some students worked on stories together. Their work was edited by the teacher or a tutor. Students were involved in a variety of activities related to language experience. They kept card files, worked on vocabulary together, did cloze exercises or shared their stories with each other. Reading their own stories or a story by someone in the class became very important to the group.

Assisted Reading

Reading the material aloud for the student as he/she followed along was used with those students for whom it was necessary. Once these students were familiar with the vocabulary and had heard the content, it was easier for many of them to try to read the material to the teachers and eventually to themselves. Some students did assisted reading with other students. Some pairing resulted in a foreign student reading to a native speaker while he/she looked on. The native speaker would help out orally when the foreign speaker would mispronounce the word or phrase. The native speaker found satisfaction in figuring out the word from the context and in explaining vocabulary. Both students would jointly try to read the passage correctly. A tutor was always available to assist and ask comprehension questions of the pairs.

Sustained Silent Reading

Sustained silent reading was good for many who only needed to be exposed to interesting reading material that had a relatively limited vocabulary selection. If they were able to understand the meaning of what they were reading, they were more inclined to enjoy the experience and continue to read. Students were provided with a variety of materials at many different levels from which to choose. Teachers would help them with their selection but would not choose for them.

During silent reading students were encouraged to ask for help from the teacher, the tutors or each other. At first, they thought that it was cheating. When they encountered a difficult word or a passage which they could not understand, students were given advice on how to overcome stumbling blocks and discouragement.

Tape Recorder

The tape recorder with individual earphones encouraged students to transition to independent reading. Some published readers are available with accompanying cassette recordings. A student would listen to the tape and then read the text or would select to listen to the tape after reading the selection. This media approach worked so well that the teacher recorded chapters from other works for students to use in the same manner or to take home and use for added practice. The LEP students were especially receptive to the use of the tape recorder since it offered aural reinforcement to the printed text and provided a native speaker role model away from the classroom.

Personal Dictionaries

Students created their own dictionaries. This strategy helped to familiarize some students with the alphabet and alphabetical order. It provided a base of words from which to draw from when creating phonetic awareness and a ready source of sight words. In addition, it helped students increase their vocabulary.

Commercial Material

Some students felt comfortable with and wanted the continuity and structure of using workbooks. These materials were readily available. Students worked independently or in pairs with the commercial material. Students in this category most often chose readers or workbooks which were developed for the limited English proficient adult student. A list of suggested and supplementary materials appears in Appendix B.

Newspapers

Students expressed a desire to read a newspaper. A decision was reached to try a newspaper published by New Reader's Press, News for You. The

teacher and tutors introduced specific reading skills related to the newspaper. Students worked in small groups or pairs to utilize these skills and build upon ones previously introduced. The general sequence used with the newspapers was:

1. getting information from photographs
2. guessing content from headlines
3. scanning for who? what? when? where? why? how?
4. interpreting captions
5. using graphic clues (pie graphs)
6. learning specific newspaper vocabulary, e.g. "obituaries," and common idioms found in the paper.

The overall response from students was favorable. They read articles, worked on the suggested activities and then took the paper home to share with relatives. In the final cycle of the morning class, the students maintained their desire to read a newspaper. Instead of using the News for You publication, current articles from the two major Chicago daily papers, as well as articles from weekly local papers were selected. For each article a vocabulary list was developed and questions were included to guide and check comprehension (See samples in Appendix C.) Each week, new articles were available for students to read and discuss with tutors. Some students were able to work independently on the articles; others chose to read and discuss the articles in the relative security of a small group monitored by a tutor.

At each class session issues of the two daily newspapers were available. Students could choose to read and compare the varying approaches in the news media. When students arrived early for class, they would pick up the paper and scan headlines or pictures while waiting for class to begin. It became a regular occurrence for some students to read a newspaper at home and bring to class selected articles of interest or concern. These articles were duplicated and shared with other students and the tutors.

Individualized Reading Material

One of the objectives of the proposed project was to develop an instructional strategy based on practical reading and writing skills that would have immediate application to the students' needs. Several students demonstrated a need for individually tailored reading materials relevant to work or problems in daily reading tasks. Lessons and materials were prepared to help some students understand weekly food sales and promotions appearing in the newspaper (Appendix D), and advertisements and coupons received in the mail (Appendix E). One student confessed that he had eaten canned dog food for one month because the label had no picture, just printed information. Additional lessons were prepared for reading food labels (Appendix F). Another classmate told about her confusion when she received a congratulatory letter about a prize she had already won.

Selective students required specific materials. One student spent most of the classroom time working with a tutor on manuals he needed to refer to at work. Another student asked for assistance in reading telephone, water, electricity and gas bills, in addition to bank statements. Several weeks were spent on activities related to these needs. At various times students selected non-fiction published material about employment, health or adult problems. For one man, a tutor developed an entire reading book which related to his family and work experiences. The book was based on his language experience stories. Appendix G contains the approach used and samples of the stories.

Pairing/Peer Instruction

Pairing of students was done randomly, with students at the same level or at times at different levels. Reading strategies varied with each pair; in some, students took turns reading aloud; in others, the two students read silently. In each pair students compared notes along the way and assisted each other with problems. Some pairs worked independently with only occasional supervision; for other pairs, the teachers or tutors had to be present to ask questions, give directions, explanations and reinforcement.

Group Activities

Although reading is in most cases a private affair, group activities proved helpful. The teacher or tutor would read a story aloud to the group, stopping to allow students to predict or anticipate what happened next. Sometimes the class read silently from a common text and shared reactions to the selection. Reading preparation was often done as a group activity.

As readers began to work more independently, specific weaknesses in their reading strategies surfaced. Limited vocabulary awareness handicapped most; unfamiliarity with the function of affixes limited their ability to decode words for which they already knew the "stem" (example: endless). Knowledge of contextual clues was a tool which many did not possess. Separating fact from opinion was difficult if not impossible for them. Understanding negatives was especially troublesome for the non-native English speakers. Making simple inferences was yet another skill many could not use. These concepts were introduced and taught in group reading sessions and with commercial materials specifically written for this purpose. Of course, not all students in the program were ready for this kind of activity.

Games

Games were enjoyed, but were used primarily to illustrate reading as a means to an end. Students experimented with a wide range of games with tutorial assistance or with family members at home. Occasionally, a small group would use a few minutes at the beginning or end of the session to try a new kind of game. The games spanned simple vocabulary skills (crossword puzzles), morphology awareness (missing and scrambled letters), following directions, solving problems by deductive reasoning,

following a sequence of actions and results, and other reading-based functions. Games were especially popular with the morning class. Configuration, a process whereby a student draws word shapes for another student who tries to supply words to fit the shapes, was a group game. A variation of the concentration game was also a pleasant group reading activity which reviewed some of the more difficult problem words. See Appendix B, supplementary materials, for commercially published games.

Methods, techniques and procedures are just devices suggested by other educators. The LEARN TO READ instructors discovered that they had to adopt, adapt, vary, individualize and above all, humanize the procedures selected.

COUNSELING AND SUPPORT

The teachers and tutors were flexible in their approaches and strategies. No one method was used for everybody, and the teachers experimented until they discovered what worked for each individual. An important aspect in the support process was knowing the students and suggesting material that was applicable to each of their lifestyles, needs and short-term goals. Teachers and tutors were caring when students were absent; simple notes were mailed or phone calls were made. After a few weeks students called the VITA office at the college, the tutors or their teacher if they were unable to attend class.

Although students had to make individual choices concerning materials and methods, they relied on the support of the group. Students witnessed by word and deed a "win" philosophy. Sharing with each other, they felt part of each others' small successes.

Many times the obstacles to reading were deep-seated in the past. The teachers and tutors were good listeners and good role models. Teachers and tutors empathized and gave encouragement. Students saw their tutors sometimes use dictionaries to check their spelling when doing a language experience story for a student. A conscious effort was made by the instructors to anticipate the obstacles that might interfere with learning:

> Lack of direction and purpose were most obvious. The instructors encouraged goal setting for each student. The language experience exercises helped students with their concerns and goals. Based on the short-range goal, materials were suggested and students would make appropriate selections. Student A had to learn to read repair manuals. Student B spent time reading The Rules of the Road and similar material about cars, trucks and driving. His goal was to successfully pass the written test for a license to drive. Student C from Greece wanted to read and understand telephone, electric and other bills she received in the mail. During the initial interview and screening with the instructors, students were encouraged to set immediate realistic goals for themselves. In that way both the instructors and the students could measure progress.
>
> Vulnerability and loss of face were problems for some of the American born students. Hearing words defined for the foreign students during class discussions helped these vulnerable students learn the meaning of words that they felt they should know without having to ask.
>
> Fear and embarrassment were avoided by introducing students to the language experience and assisted reading approaches. The emphasis was always on what the student could successfully read rather than on material that might bring failure and frustration. The instructors were surprised, if not shocked, by some of the people who showed up and said that they couldn't

read. In most cases, students perceived their disabilities with greater severity than was evidenced by their skill. These students needed confidence and when paired with other students were patient and caring. Slowly, their confidence grew and they became the individuals who were self-directed readers working independently on reading and writing projects of their own choice. What makes a reader feel inadequate? In one case the cause was related to abuse as a child. In another, it was a childhood characterized by peer pressure to be "cool." Society places a high premium on the ability to read and those who have difficulty are stigmatized.

OBSERVATIONS AND COMMENTS

Comments and observations based on the students enrolled in the two LEARN TO READ classes conducted by MONNACEP dispel some myths and confirm some theories:

1. English dominant adult students born in the United States and unable to read suffer from low self-esteem and lack of pride. The baggage they bring to class includes shame, embarrassment, frustration and fear of discovery. The initial challenge for the instructors was to overcome the students' resistance to instruction because of past pain associated with repeated failure.

2. The assumption that American born disabled readers are illiterate is not documented in the LEARN TO READ classes conducted under the proposed grant. Although some were labeled as learning disabled in school or had failed to acquire basic reading skills due to family or health problems, all but one student could read when they enrolled in the program. Functional illiteracy, rather than complete illiteracy, was the problem. The adults in the class lacked the reading and writing skills necessary to function smoothly in their jobs or in their lifestyles.

3. Another assumption to be dispelled by our experience was that the inability or the disability to read prevented all adults from working. We did not find that those students who were reading disabled were necessarily incompetent in other skills. In many cases their reading disability affected them personally and not necessarily economically. But it should be noted that in some cases, families were providing the reading and writing assistance needed to keep the students employed. These students are perhaps satisfied with less because they know their limitations. However, many take the class in an effort to upgrade their value in the job market as well as to upgrade the quality of their lives.

4. Attracting and retaining adult students in the LEARN TO READ class was not as serious a problem as was anticipated. The attendance rates were high; at least, no less than what is found in other adult and continuing education classes where participants have an established propensity for formal learning. The daytime class average attendance rate was 71%; the evening class rate was 79%. The retention rate for the daytime class was 66.6%, 82% and 87.5% respectively for the three cycles; for the evening class, the rate was 81%, 76.5% and 63.6%. Students who did drop out had pressing personal problems. The reasons were transportation, work commitments (overtime schedule) and family. In all instances students called or were called to find out why they were not coming to class. The favorable record of students can be attributed to the initial screening, the atmosphere of the classroom and the attitudes and support provided by the instructors, the volunteer tutors and their peers.

5. Since the program accepted disabled readers from two different population groups, instructors had an opportunity to compare and make certain observations about the adults from these two groups. In general, it was found the LEP students were greater risk takers and less embarrassed when making errors. The American born functional illiterate was more concerned with the identification of words, while the second language student was willing to generate hypotheses about the words and about the meaning of the selections. Pairing students from the two groups helped to encourage students to risk errors and to approach reading as they would a puzzle to be solved. Instructors encouraged students to negotiate with each other and view reading as an interactive process in which the printed page, their past knowledge and problem solving skills all interact.

6. Although the paramount reason for attending the LEARN TO READ classes was to overcome a disability in reading and writing, other concerns surfaced during the course of the instruction:

    To keep up with competition
    To increase job competence
    To accomplish a specific goal (i.e. a driver's license)
    To supplement a meager previous education
    To help with other educational courses
    To keep up with others (i.e. children)
    To feel better

7. The classroom atmosphere for an adult class is most important. Students were very receptive to the facilitative, self-service supermarket climate that prevailed. Perhaps because the instructors used strategies which first consider their students as adult learners and second as poor readers, students came regularly and made progress. The instructional atmosphere and the sensitivities of the students were most important. Adult students who finally do show up for instruction must be understood and approaches to reading should not alienate them. Some students could not read aloud. Their anxiety due to earlier experiences had to be tolerated and understood. Students avoided situations which put them in an unfavorable light. They would rather <u>not</u> learn to read if it involved reading aloud. Instructors, volunteer tutors and other students were flexible and understanding.

8. The adult learner responds to a variety of personalities. Having multiple facilitators (teachers and volunteer tutors) in the classroom accommodated students' myriad reactions to instruction and resulted in some students gravitating to a particular individual. A nontraditional classroom helped students test their ability to read on their own, knowing that assistance and follow-up were instantly available. Sustained silent reading could not have been accomplished successfully without multiple facilitators in the classroom.

9. Reading instruction took a lot of individual time. Language experience, assisted reading, etc. all required one-to-one contact. The theory that adult disabled readers need support, encouragement and constant feedback was confirmed. Teaching reading involves not only providing the skills, but the development of attitudes. The variety of approaches and methods could not have been attempted with any success if each instructor did not have the assistance of trained volunteer tutors. The increase in enrollment would not have been possible without sufficient tutors to provide individual attention and support. In addition to working with students, volunteers helped the instructors by observing students, reporting on problems or obstacles and making suggestions. The volunteers were free to approach students and help select materials. Some adjusted better than others to this approach, since not all tutors felt equally confident in assessing students' needs or in tailoring instruction. However, as the instruction progressed, the tutors seemed to gain confidence in going with their instincts and in eliciting from the students what they wanted to do. Some volunteers traveled comfortably from student to student during the class; others chose to stay with one or two students the entire time. The students themselves had to learn to exert some initiative and take part in the organization process. Some leaders quickly emerged and they encouraged others to join in groups or to read something they had already read and enjoyed.

   The myth that reading instruction can only be done in a formal setting by professional teachers is pervasive. It tends to limit the educator's capacity to be creative and accepting of all possibilities. Both instructors of the LEARN TO READ classes and the students regarded the volunteers with high esteem and considered them an integral part of the instructional process. Prior to the start of the second semester of the program, both instructors requested additional volunteers. Twelve volunteer tutors were assigned to the two LEARN TO READ classes. It should be emphasized that volunteer training and time for sharing and discussion between the teachers and the volunteer tutors was and should be built into a quality program.

CONCLUSIONS

There are no clever answers or set prescriptions to solve the problem of illiteracy. The proposed project, LEARN TO READ, confirmed the original challenge and was a learning experience involving instructors, tutors and students interacting to try new approaches, techniques and methods. For all of the students, this program made a difference in their lives.

The LEARN TO READ program was an organized effort in response to the problem of illiteracy in the district. There was an assumption held by many that illiteracy was not a problem in the north-northwest suburbs of Chicago. Although the proposed program was to identify and recruit 25 adult students who needed to learn to read in pursuit of specific life goals, in excess of 50 students were recruited and attended classes.

The literature surveyed on adult disabled readers was not too encouraging. A report to the Ford Foundation compiled by C. Hunter and D. Harmon in 1979, asserted that only 2 to 4 percent of American illiterates enter adult literacy programs and that 1/3 drop out before completing a one semester course.*

In three of the six class cycles of the LEARN TO READ program, the retention rate was over 80%. The average drop out rate for the morning class was 21%; for the evening class, it was 26%. At least a third of the students attended two or more cycles.

There are myriad questions that make the literacy effort unpredictable. What effect does age have on the ability to learn to read? For the LEP learner, does lack of a past educational experience inhibit the ability to learn to read English? Does contact with native speakers help facilitate the process? Do attendance patterns have an impact on learning?

There is limited experience that leads to confident conclusions. Observations by the instructors concerning the variables of age, attendance, previous educational experiences and contact with native speakers merit comment if not answers.

Attendance patterns do effect progress. All factors being equal, those students with near perfect attendance seemed to be more serious and made greater strides. Some students continued the reading process at home and got added reinforcement from the family outside the classroom. This added to progress or compensated for irregular attendance. A few students made only a once a week commitment because of work schedules. Even though the students themselves preferred this arrangement over no opportunity at all, students did not maintain enough continuity to make sizeable progress. This arrangement was not very satisfactory and is not recommended as a standard practice.

*D. Harmon and C. Hunter, Adult Illiteracy in the United States: A Report to the Ford Foundation, McGraw-Hill, New York, 1979.

In terms of age, the younger people learned faster and were able to cover more material than the older people. However, the older people were more determined, worked harder and were more pleased with their progress than the younger adults. Older students tended to vocalize doubt in their abilities, "I'm too old," "I missed my chance." Although vision problems did necessitate the use of glasses, there may be the myth of age that psychologically affects the learning process.

Previous education appeared to have an impact on the learn to read process, especially for the LEP students. Some adults from foreign countries had only a basic education or had attended school a long time ago; their skills were rusty. Even though they usually possessed better word attack skills and concepts of sound-symbol correspondence, their experience with printed English material was limited. Some native students were more deficient in basic educational experience but were more familiar with vocabulary and sentence logic. However, it was apparent that those students who could read in any language had some advantage, intitially, over the limited or non-reader.

Contact with native speakers did facilitate the learning process for the LEP student. Second language learners needed to vocalize what they had read by re-telling, discussing vocabulary, analyzing humor, and evaluating syntax. Sharing reponses, recalling related experiences, and comparing reactions with a tutor helped make the reading "real" to the student and provided a contact point on which to build comprehension of the next passage or chapter. Although reading itself is a silent process, digesting and distilling what has been read was facilitated through discourse with a tutor or other students.

The two LEARN TO READ classes were multi-level. The students' reading ability levels were as variant as their ages, personalities, educational training, mores and intellectual abilities. The only common factor was the desire to get help to learn to read. The teachers planned and implemented a learn to read process which evolved into three stages of instruction. They found that students needed time to "test the water". Students could try a few strokes in the deep end of the pool, but could always return to the security of the shallow end to regain confidence. The stages of learning to read were kept fluid, but allowed for the reading momentum to continue. The three stages were designated as the three I's - Introduction, Immersion and Independence:

I. Introduction

Understanding the connection between speaking, writing and reading is necessary to function successfully in the reading act. When the student recognizes reading as a logical outgrowth of the other two, it ceases to be a mysterious, undecipherable language. Introducing the idea of reading as understanding the written form of someone's speech is best done through the language experience approach. When the student's own words are written down and read back to him/her or read back by him/her the inherent purpose becomes self-evident: communicating oral language in a form which can be comprehended over time or distance. Once the student has made this connection and views reading as a useful, approachable task he/she is ready for the immersion process.

II. Immersion

Exposure to numerous types of printed material, under supervision and with help from tutors, teachers and peers is the primary goal of this stage. Reading stories, pictures, signs, newspaper headlines, articles, forms, etc. for general impact rather than specific detail is the focus. Getting the feel of the water rather than mastery of the strokes is the direction of these reading experiences. Paired, assisted reading, group reading, as well as one-on-one tutorial work all provide avenues for the students to becomes more immersed in the reading process.

Gradually, students begin to show definite reading interests, as well as specific strengths and weaknesses in reading skills: vocabulary, word attack, using context, understanding of sentence structure, retelling or rewriting sequence of events, inferring main ideas. At this point, supplementary skill development activities are provided to bring the reader to the threshold of the third stage.

III. Independence

Independent readers begin to assert themselves in solving reading problems, making selection of appropriate level materials, planning for reading goals, and taking charge of the reading experience to the best of their abilities. The students begin to tell the teacher/tutor what they want to read. Students begin to bring reading into their lives through whatever contact with print they meet or arrange to meet. They tackle the newspaper, a library book, a bill, a letter, an application form, or a manual. They become self-directed readers.

It is difficult to conclude on an investment in people. The results of the learn to read process lies in the future. However, for those students who participated, there were some short term rewards to report:

1. Two students were able to secure driver's licenses which they could not previously get because they couldn't read the written test.

2. Several students enrolled in MONNACEP adult and continuing education or Oakton Community College courses following or concurrent with the reading classes.

3. Students got promotions and several who were unemployed got jobs.

4. Several students showed an interest in GED preparatory classes. The TABE was administered to these students.

5. One student gained the self-confidence to apply for a second job, building sets which involved following written directions, for a local theater group. He had attended school as as an EMH student and had worked in a protective environment. The instructor reported that she was doubtful about his ability to improve and had been reluctant to accept him in the program. The reading class helped him discover that he could function in an adult environment and that he could improve his reading ability.

6. One student, a high school drop out, worked on strategies for overcoming long-time barriers to reading comprehension. He started reading the newspaper every day and reported that he felt confident in accepting the position of commander of his VFW group. He would never agree to get up before a group and have to read prior to his participation in the class.

7. Several of the students in the evening class decided to meet once a week during the summer months. They started a self-help group to help themselves continue the momentum started in the LEARN TO READ classes.

All students made progress and gained self-confidence and self-esteem. The quality of their lives was improved. The one conclusion that all participants in the project reported is that the program made a difference in their lives.

APPENDICIES

Learn to Read

oc/monnacep

Call or send in name of possible candidate for the **LEARN TO READ** program

Name _____

Address _____

Phone _____

Contact person

Name _____

Address _____

Phone _____

LEARN TO READ

Clip and Come

REGISTRATION REQUIRED

Dates:
Monday 9/26 - 7:30 p.m
Wednesday 9/28 - 7:30 p.m.
Tuesday 9/27 - 9:30 a.m.
Thursday 9/29 - 9:30 a.m.

Place:
Oakton Community College
7701 North Lincoln Avenue
Skokie, Illinois 60077
Room 113

FOR INFORMATION
CALL
635-1426

Classes begin the week of October 3

LEARN TO READ, a project funded through Section 310, Federal Adult Education Act, by the Illinois State Board of Education. Administered by OCC/MONNACEP

occ/monnacep

SELECTED PUBLISHED MATERIAL

USED IN THE LEARN TO READ CLASSES

TITLE/SERIES	AUTHOR/LEVELS	PUBLISHER
Adult Reading Comprehension	6 Levels	Scott Foresman
Adult Readers Library	14 Titles	Scott Foresman
A New Start	Mrowicki	Heinemann
Building Vocabulary		Nat'l Textbook Co.
Close Ups	Walter Sherwood	Harcourt, Brace Jovanovich
Developing Everyday Reading Skills Book I Book II	Margulies & Feder	Educational Desig , Inc.
Developing Reading Skills-Intermediate	Markstein & Hirasawa	Newbury House
Entering the Reader's World Book I Book II Book III		Cambridge
Focus on Phonics	Gail Rice	New Readers Press
From Pictures to Passages (Skillbook)	Evanson	Contemporary Book:
From Pictures to Passages (Stories for Adults)		Contemporary Book:
Gambits Book I Book II Book III	Keller & Warner	Canadian Gov't Publishing Center
Identifying Main Ideas		Nat'l Textbook Co
Living in the Reader's World Book I Book II Book III Book IV		Cambridge
Longman Dictionary of American English		Longman
Looking at American Signs		Nat'l Textbook Co.
News For You		New Readers Press
Picture Stories for Beginning Compostion	Heyer	Regents Press
Practice in Survival Reading Book 2 Book 3 Book 4		New Readers Press

TITLE/SERIES	AUTHOR/LEVEL	PUBLISHER
Pre-GED Program in Reading Skills		Cambridge
Pre-GED Exercise Book for Reading Skills		Cambridge
Progressive Readers		Oxford University Press
Reading for Adults Book 1		Longman
Recognizing Details		Nat'l Textbook Co.
Skills for Reading Books A-F		Scott Foresman
Stages in Adult Life		Scott Foresman
Sundown Series (Just Once, Ben's Gift, The Other Side of Yellow, Take Care of Millie, A Dream with Storms, Lady in Pink)		New Readers Press
Target: Spelling 180, 360, 540, 780, 1020, 1260		Steck-Vaughn
The Electric Eelphant	Graham	Oxford University Press
The Ways of Written English	Louis Interrisi	Language Innovations
Twist	Jane Hallock Combs	Harcourt, Brace Jovanovich, Inc.
Your Body in Health & Sickness		Scott Foresman

SUPPLEMENTARY MATERIALS USED IN LEARN TO READ

TITLE	PUBLISHER
ABLEST - Adult Basic Literacy Educational Skills Training	Fearon-Pitman Publishers, Inc.
Building Skills in Reading	Contemporary Books, Inc.
A Changing Scene	Harcourt, Brace Jovanovich, Inc.
Easy Reading Selections in English	Harcourt, Brace Jovanovich, Inc.
Elementary Reader in English	Regents Press
Finding a Job	EMC Publishing
Filling out Job Application Forms	EMC Publishing
Getting Ready to Work	EMC Publishing
Keeping Changing Jobs	EMC Publishing
Starting a New Job	EMC Publishing
Modern Short Stories in English	Regents Press
PEP 2 and 3 (Puzzles for English Practice)	Longman
Practical Job Skills Series	Changing Times Education Service
Reader's Choice	University of Michigan Press
Reading and Exercise Series (Tapes and texts for The Whistler, The Angry Sea, Winds of Virtue, The Quiet Man, The Monkey's Paw, Tale from Tangier)	English Language Services
Reading for Progress	Cambridge Book Company
Reading for Life	Cambridge Book Company
Reading for Results	Cambridge Book Company
Reading Today's English	Steck Vaughn
Reflections, An Intermediate Reader	Newbury House
Regents Readers, 36 Titles, 6 Levels	Regents
The Spice of Life	Harcourt, Brace Jovanovich, Inc.
10 Steps	Language Innovations, Inc.
USA - Customs and Institutions (An Advanced Reader)	Regents Press

Appendix C

No Soviets in games?

Moscow warns of Olympics pullout over 'violations of charter' by U.S.

By Antero Pietila

MOSCOW—The Soviet Union hinted yesterday it may pull out of the Summer Olympic Games in Los Angeles but denied such action would constitute a boycott.

"We are not going to boycott the games," insisted Marat Gramov, chairman of the Soviet National Olympic Committee. "We don't have such a word in our lexicon."

But, he was asked, wouldn't a Soviet pullout mean a boycott?

"We make a distinction between the word boycott and not attending," Gramov replied. "I would like to emphasize the fact that we never used the word boycott and we will never use it."

The deadline for participation in the summer games is June 2 and the Soviet decision will be announced at the end of May, he said.

But Gramov said that the Soviet Union would send a team only if it were satisfied that the United States was fully observing the Olympic charter—and that the Soviet Union alone, not the International Olympic Committee, would make this judgment.

It seems unlikely that the Soviet Union will field a full team in Los Angeles, if any of its athletes show up at all.

Ripple effect

Initially, the Soviets were to have sent an 800-member delegation to the summer games, which are expected to bring 10,000 athletes, 200 coaches and 8,200 members of the news media to Los Angeles in late July and early August.

If the Soviet Union decides to stay away, or send just a token team, its decision is likely to be followed not only by the Kremlin's communist allies in Eastern Europe but also by such countries as Afghanistan, Cuba, Mongolia and Vietnam.

Those countries have recently joined the Eastern European chorus of support for Moscow's charges that Soviet and socialist athletes would be discriminated against in Los Angeles.

Top officials of the International Olympic Committee are to meet in Lausanne, Switzerland, next Tuesday—at Moscow's request—to hear Soviet complaints about alleged violations of the Olympic charter.

Those grievances range from a contention that having three Olympic villages instead of one is a violation of past practices, to charges that an anti-Soviet campaign is being waged in the United States and would endanger the lives of Soviet athletes.

Additional complaints concern allegedly discriminatory entry regulations for Soviet athletes to enter the United States and the U.S. government's decision not to grant diplomatic status to a dormitory ship the Soviets have planned to anchor near Los Angeles.

'No retaliation'

"Soviet sportsmen must have normal conditions for participation," Gramov said. "This is a very important consideration leading toward our decision."

At a press conference, Gramov denied that the bitter complaints over the last several weeks were prompted by Moscow's desire to retaliate for the U.S. boycott of the Moscow Olympics in 1980.

President Jimmy Carter ordered U.S. athletes withdrawn from the games as a protest against the Soviet invasion of Afghanistan.

"We have never taken revenge against anyone and we are not going to do it in the future," Gramov declared.

He also dismissed speculation that the Soviet Union did not want to send its team to Los Angeles because of a poorer than expected showing at the winter games in Sarajevo, Yugoslavia, and doubts about the capabilities of the summer team.

"According to the view of our people, the Soviet team is among the leading teams in the world," Gramov said.

He said that he expected it to be "25 to 30 gold medals ahead of the United States."—*Baltimore Sun*

Vocabulary

1. hinted - suggested
2. boycott - refusing to do something as a form of protest
3. lexicon - vocabulary of a language
4. will field - will supply or send
5. token - a small sample of a larger group
6. discriminated against - treated unfairly
7. grievances - complaints
8. is being waged - is being conducted
9. retaliate - strike back

Go to the next page for the questions.

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Appendix C

NO SOVIETS IN GAMES?

Questions

1. What is the Soviet Union thinking doing in the Olimpic Games in Los Angeles?
2. How many Soviet athlets are expected to attend?
3. How many world athlets will go to Los Angeles?
4. When will the Olympic Games be held?
5. If the Soviets do not attend, what will other communist countries do?
6. What is one of the Soviets' complaints about the Olimpycs in the U.S.?
7. Did the U.S. participate in the Moscow Olimpics in 1980? Why?
8. Do the Russians want to retaliate in 1984?
9. What is another reason some people think the Soviets may not attend?

Appendix C

Statue restoration

Repairs are continuing on the Statue of Liberty in New York City. The project is scheduled to take 30 months, cost about $39 million and will toughen the monument in time for its 100-year anniversary in Oct. 1986. (AP)

Vocabulary

1. restore - to put back into original condition, to make like new again
2. scheduled - planned
3. toughen - make stronger
4. anniversary - the day which is an exact year or years after something happened. Every July 4th is an anniversary of America's independence.

Questions

1. What is happening to the Statue of Liberty?
2. How many years will the job take?
3. How much will the job cost?
4. When was the Statue of Liberty built?
5. Do you think the repair is worth the cost?

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Appendix C

Vocabulary

1. condor: a large, wild bird
2. hatch: to be born by breaking through an egg
3. extinct: no longer existing on earth
4. chisel: a metal tool with a sharp point
5. sanctuary: a place of safety or protection
6. filched: stole
7. in captivity: living in a zoo rather than in the wild

32 CHICAGO SUN-TIMES, Tuesday, April 10, 1984

FIRST '84 CONDOR HATCHES

SAN DIEGO (UPI)--The first California condor of 1984 hatched at the San Diego Zoo yesterday, and weighed in as the heaviest of five born in captivity under a program designed to save the endangered species from extinction.

Despite its weight of 207 grams, a bit less than half a pound, the chick was so weak it had to be helped out of its pale blue shell by birdkeeper Cyndi Kuehler. She made judicious use of her fingernails and a tiny chisel to help it break free.

The chick was christened "Piru," for a lake in the condor sanctuary northeast of Ventura, where biologists of the California Condor Recovery Program filched six eggs from wilderness nests this season.

The remaining five were "cooking" on incubators at the zoo, and the second has been "pipped" or pecked through, with birth expected tomorrow.

It will be months before Piru is large enough to undergo a blood test, which will tell keepers its sex, zoo officials said.

Last year, the first four California condors born in captivity hatched at the zoo.

Three females and a male, all the size of flashlight batteries at birth, now have 9-foot wing-spans, weigh more than 20 pounds each and are thriving at the San Diego Wild Animal Park.

There are only 17 known California condors left in the wilderness. With yesterday's birth there are 10 in captivity, five of them at the Los Angeles Zoo. They are the nucleus of a captive breeding flock that keepers hope will one day result in the release of condors back into the wild.

Zoo bird curator Art Risser estimated Piru's chances for survival at 80 percent, pointing out that the San Diego Zoo has not lost a captive-birth condor.

Questions:

1. Where was the first California condor born?
2. How many condors have been born in a California zoo?
3. How did the birdkeeper help the baby bird hatch?
4. Where did biologists get the condor eggs?
5. How did biologists get the condor eggs?
6. How will zookeepers tell if Piru is male or female?
7. How big are the condors that were born last year?
8. Why are scientists trying to raise more condors?
9. Has a baby condor ever died at the San Diego zoo?

Laura Schuchard, a Louisville, Ky., zookeeper, plays with Zeke, a young kangaroo recovering from a rare, paralyzing illness. (AP)

Zookeeper has kangaroo hopping again

LOUISVILLE, Ky. (AP)—Zeke, a young kangaroo at the Louisville Zoo, has bounced back from a rare, paralyzing illness, thanks to the tender loving care of zookeeper Laura Schuchard.

Zeke, then 6 months old, came down with a viral disease known as downer-roo last May, and veterinarians held little hope for him.

But Schuchard thought some extra care might help him recover.

So Schuchard went to work, coming in early, staying late and even returning late at night to check on Zeke. She would move his limbs in a way that mimicked natural kangaroo motions to prevent his muscles from atrophying, and kept fresh fruit and vegetables near him.

To teach Zeke to hop again, someone suggested a harnesslike device that is used to hold up children as they learn to walk. The zoo bought one and an extra hole was fashioned in it for Zeke's tail. He was suspended from a shade tree in it each day for an hour.

"I didn't know it [his recovery] could take a year," she said. "But once I got into it, there was no way I was going to give it up. It was his personality. We just grew on each other."

Vocabulary

1. paralyzing - making the muscles unable to move
2. recover - become healthy again
3. limbs- legs
4. mimicked - imitated, copied
5. atrophying - weakening
6. device - instrument or machine
7. fashioned - made
8. suspended - hung
9. grew on each other - became accustomed to each other

Questions

1. Where does Zeke live?
2. How old was Zeke when he got sick?
3. What did the disease do to Zeke's legs?
4. Did doctors think he would live?
5. Who is Laura Schuchard?
6. How did Laura exercise Zeke's legs?
7. Why did Zeke hang from a tree every day?

B Jacobs - 1984

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Appendix C

Read the article. Use the vocabulary definitions on the next page to help you. Answer the questions.

New technology produces body images without radiation

By JOSEPH HARRINGTON

A revolutionary new medical technology that uses a giant magnet to take pictures inside the body without radiation or dyes is being used in a private laboratory adjacent to Skokie Valley Hospital.

The Magnetic Resonance Imaging Centre, 9800-A Gross Point Rd., Skokie, was founded by a group of physicians led by Dr. Leonard Berlin of Wilmette, director of radiology for Skokie Valley Hospital.

THE MRI UNIT is privately-owned, said Dr. Berlin, because the State of Illinois will permit only those hospitals with medical schools to own MRI units until the units are given full approval by the U.S. Food and Drug Administration (FDA).

The FDA has approved MRI only for investigative purposes.

To take a magnetic resonance image, a patient is laid on a platform which slides into a tunnel in a giant magnet. The patient feels no sensation during the 20-60 minute procedure, but may become claustrophobic, in which case the staff will terminate the procedure.

WHILE THE IMAGE is being taken, a patient hears a series of quickly-repeating pounding noises, which sound like an automatic hammer. Patients are issued earplugs to muffle these.

Unlike a CAT scan, which uses radiation and dyes to produce a picture of the body's interior, an MRI unit uses its magnet to realign hydrogen atoms within the body. The unit places the body's hydrogen atoms, which normally float at random, into a structured alignment. When the magnet is turned off and the body's hydrogen atoms begin to drift back into random alignment, they emit radio waves which are received by the machine's antenna, which then makes an image of the interior of the body on a television screen.

The images are then transferred from the screen onto X-ray film.

THE MAGNET IS 10,000 times more powerful than the earth's gravity — strong enough to attract a steel wheelchair from four or five feet away and hold it so securely that it takes two people to pull it off the unit. Therefore, the Centre uses only aluminum tables and chairs.

According to Dr. Berlin, director of the Centre, the MRI unit produces textbook-like images of the interior of the body, particularly the brain and spinal cord areas, and graphically depicts tumors and strokes.

He said the hospital does not hesitate to show the graphic pictures to patients.

"The patients want to see all the evidence we have of their illnesses," said Dr. Berlin, "even if the pictures contain a tragic message."

AN MRI UNIT costs about $1.6 million on average, according to Dr. Berlin, in contrast to the CAT scan unit, which costs in the range of $900,000 to $1.1 million.

In addition, an MRI unit must be placed in a specially constructed copper-enclosed room to prevent any radio waves in the air from interfering with the image. The special rooms can cost from $300,000 to $700,000, while CAT scan units require no such special construction.

'Patients want to see all the evidence of their illness'

Procurement of the $1.6 million MRI unit at the Skokie Valley Centre, and construction of a $400,000 copper-enclosed room to house it, was financed privately through banks. The MRI Centre leases its space from Skokie Valley Hospital.

THE AVERAGE PRICE of a MRI in the U.S. is from $800-$900, while a CAT scan costs about $500.

The Centre is charging $375, however, because of a financing deal with the unit's manufacturer, Elscint of Tel Aviv, Israel. Dr. Berlin expects prices to rise above $800 before the end of the decade.

When asked what MRI can do that cannot already be done with less-expensive

(Continued on page 62)

Dr. Leonard Berlin, director of the Magnetic Resonance Imaging Centre adjacent to Skokie Valley Hospital, discusses a skull image produced by a new technology that uses a giant magnet to project pictures of the inside of the body. (Staff photo by Jim Robinson)

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Appendix C

Read the article. Use the vocabulary definitions to help you understand. Answer the questions.

'Candy Man' is executed by injection

HUNTSVILLE, Texas (AP)—Ronald Clark O'Bryan, the "Candy Man" killer convicted of poisoning his 8-year-old son with cyanide-laced Halloween candy, was executed by drug injection early today.

O'Bryan, 39, had steadfastly protested his innocence but said in a Death Row interview, "Because I have no guilt, I've really got nothing to be scared about."

It was the second execution in Texas this month. James David was put to death by injection March 14.

Prosecutors said he used cyanide to spike five plastic tubes of a powdered confection on Halloween 1974 to collect on $31,000 in life insurance on his son's life. He said he got the candy from someone while trick or treating with his children.

O'Bryan's execution came after a flurry of appeals that reached the Supreme Court. A federal judge in Washington yesterday ordered federal officials to seize the lethal drugs used in Texas' death row, but his ruling was stayed by an appeals court and the high court refused to intervene.

Gov. Mark White refused to delay the execution, even though he could have issued a 30-day stay. O'Bryan had won three earlier stays.

"What you are about to witness here I believe is wrong," O'Bryan said in his final statement.

He was the 16th man executed in the United States since 1977.

1. Who was the Candy Man?
2. What did he do?
3. Where was he executed?
4. How was he executed?
5. How old was the Candy Man?
6. Why do you think he was called the"Candy Man"?
7. Why did he do such a bad thing?
8. Do you think the Candy Man's punishment was fair? Explain your answer.

Vocabulary:
1. executed: killed
2. injection: putting drugs into the body with a needle
3. to poison: to kill with chemicals

Appendix C

Nose drop vaccine fights flu

From Sun-Times Wires

WASHINGTON—A new live vaccine given in nose drops was more effective in initial tests than standard injection vaccines in protecting against influenza and blocking its spread, doctors said yesterday.

The still-experimental vaccine has the big advantage of being delivered right to where the virus grows—the inner linings of the nose.

In addition, the National Institutes of Health said, live virus vaccines are more protective than the inactivated viruses used in injections. Until now, however, no flu virus was suitable for a live vaccine. They either caused illness or were ineffective.

The researchers, reporting their results in the British medical journal Lancet, said the vaccine is ready for large-scale human trials as the next step toward approval for general use.

Because more tests are needed to determine whether the vaccine works in the general population, it could be at least five years before it is approved, the researchers said.

The researchers said the vaccine appears to be safe and effective when it is used on healthy, young volunteers.

Read the article. Use the vocabulary definitions to help you understand. Answer the questions.

Vocabulary

1. vaccine: protection against disease by introducing a small amount of the virus into the body
2. blocking its spread: stopping something from travelling to other areas or to other people
3. inactivated: dead

Questions

1. How is the new vaccine different from usual vaccines?
2. Why is this difference important?
3. WHY are live virus vaccines better than inactivated viruses?
4. Who said the new vaccine is ready to be tested on people?
5. How long will it be before anyone who wants the vaccine can get it?

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Appendix C

• Technology

Continued from page 9

CAT scans, Dr. Berlin said that MRI was more effective in detecting and imaging strokes, multiple sclerosis and tumors in the lower brain and spinal cord.

"The only area of the body where the CAT scan can create images comparable to the MRI is the upper brain," Dr. Berlin said.

He said that there are numerous incidents in which patients have had adverse, even fatal, reactions to the radiation and dyes used in CAT scans.

THE LACK OF full FDA approval for MRI treatment means that persons on Medicare will not be able to receive reimbursement for the cost of an MRI.

Dr. Berlin said that the lack of full FDA approval does not mean that there are dangers with MRI.

"Remember, it took the FDA three years to approve the CAT scan," he said.

An FDA spokesperson this week declined to discuss the status of the agency's study of MRI. An attorney for Elscint, manufacturer of the MRI unit, said the FDA's investigation is confidential at the company's request.

Dr. Berlin maintained that MRI scans have been done for five years without any health problems resulting from the treatment. He does acknowledge, however, that any new medical technology must be subjected to thorough investigation.

The Centre is accumulating data on the efficacy and uses of MRI, which will be be submitted to the FDA by the manufacturer.

Because of the magnetism used in the procedure, persons with pacemakers are not given MRI scans, and the procedure is not being used on pregnant women until all its effects on health are known.

Vocabulary

1. revolutionary: new or different
2. dyes: colored chemicals injected in the body to show problems
3. investigative: research
4. claustrophobic: feeling closed in
5. terminate: stop or end
6. at random: without a definite shape or plan
7. emit: send
8. tragic: very sad
9. comparable: similar

Questions

1. What is used instead of radiation to take pictures inside the body?
2. What does "MRI" mean?
3. Where is the MRI unit located?
4. How long does it take to do a MRI?
5. Does it hurt the patient?
6. What kind of signals do the body's hydrogen send when the magnet is turned off?
7. Where does the picture first appear?
8. How powerful is the magnet?
9. Which is more expensive, a MRI unit or a CAT scan unit?
10. Which test is more expensive, a MRI or a CAT scan?
11. Who paid for the MRI unit?
12. Where is the MRI unit manufactured?
13. In what areas is the MRI more effective than the CAT scan?
14. In what ways is the CAT scan more dangerous than the MRI?
15. Why won't Medicare pay for MRI's?
16. How long have they been doing MRI tests?

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Read the article. Use the vocabulary to help you understand. Then answer the questions.

Appendix C

World report

Reagan vows U.S. to stand by Taiwan

From Chicago Tribune wire

PEKING—The United States will not turn its back on Taiwan in exchange for a stronger relationship with China, President Reagan told Chinese journalists in an interview released Tuesday. Reagan, who is expected to arrive in China April 26 for a six-day visit, told the official New China news agency Monday that the Taiwan issue is a problem "for the Chinese to settle between themselves." He added: "I think our position is pretty well known to the leaders of the People's Republic—that we have a long and historic friendship with the Chinese people on Taiwan. We are not going to turn our back on old friends in order to, let's say, strengthen or make new friends. And all this I have made clear." The issue of Taiwan remains, in China's words, the "main obstacle" to improved relations with the U.S. Chinese officials are expected to press Reagan to reduce arms sales to Taiwan as promised in a 1982 accord.

Vocabulary

1. vows - promises
2. stand by - remain faithful or true
3. turn your back on - turn away from something or someone
4. obstacle - barrier, obstruction
5. press - encourage strongly, insist

Questions

1. What does President Reagan promise to do?
2. How does he think the problem with Taiwan should be settled?
3. What does mainland China want Reagan to do?

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Appendix C

Arthur Reed: 123 years via Coke, candy

Arthur Reed

OAKLAND, Calif. [UPI]—Arthur Reed, believed to have been the oldest man in the United States when he died two months short of his 124th birthday, never drank whiskey or smoked tobacco. But he loved Coca-Cola and candy bars.

"I got drunk only one time, and I never got drunk again," Mr. Reed said in an interview before his death Sunday from heart and kidney failure.

Friends said the wiry Mr. Reed looked 40 years younger than his 123 years. In the interview on his last birthday, he said he hoped his youthful appearance would help him find a fourth wife.

"They made me out of good dirt," he said. "They took time, and they made me good. I don't drink or smoke, but I eat plenty of candy bars and lots of Coca-Cola."

AT 98, he was farming 10 acres of cotton in Fresno, Calif. At 111, he was riding his bicycle. Until 116, he worked part time as a watchman at the Phoenix Iron Works in Oakland, where in earlier days he heaved 100-pound sacks of ore off boxcars.

Born in Buffalo, N.Y., on June 28, 1860, the year Abraham Lincoln was elected president, Mr. Reed traveled the South with his mother, who cooked for Union troops during the Civil War. He ran away from home at age 9 and began the first of several jobs he claims kept him fit over the years.

Mr. Reed's age was verified by the Social Security Administration, which began paying him benefits in 1944.

Mr. Reed was married three times but had no children.

He is survived by a stepson, three stepdaughters and several grandchildren.

Services will be held Friday in Oakland.

Read the article. Use the vocabulary to help you understand. Then answer the questions.

Vocabulary

1. wiry - thin
2. wathman - guard
3. heaved - lifted
4. ore - rocks containing materials
5. he claims - he says
6. verified - made sure something is true
7. survived - continued to live

Questions

1. How old was Mr. Reed when he died?
2. How did he explain the reasons for his long life?
3. What did he love to drink and eat?
4. How old was he when he was still farming?
5. What could he do when he was ill?
6. How old was he when he worked part time as a watchman?
7. Where was he born?
8. Where did he die?
9. What was famous about the year Mr. Reed was born?
10. How many times was he married?
11. Why is Mr. Reed famous?

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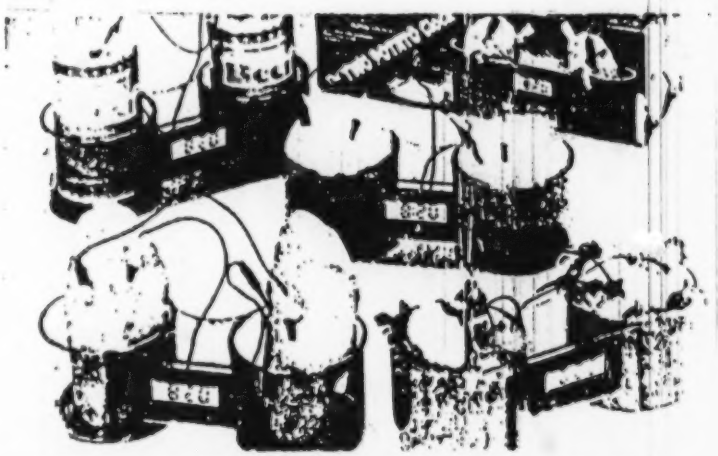
Read the article. Use the vocabulary to help you undrstand. Answer the questions?

Appendix C

Vocabulary

1. firm - company
2. conserve - save
3. amaze - surprise
4. harnessed - used
5. retail - sell
6. chip - microchip

MG firm makes fruit tell time



You can help conserve energy, amaze your friends, and never be late again, all with an unusual new product just introduced by Skilcraft of Morton Grove.

The amazing natural energy of potatoes — and oranges, house plants, beer and cola, to name a few — has been harnessed as a new dependable power source in The Two Potato Clock, according to Skilcraft Vice President of Marketing Patrick Ruhl.

The clock, a handsome desk model liquid crystal digital display timepiece, requires no batteries or electrical power, running solely on the natural power of two potatoes, or certain other fruits and vegetables, beverages or plants.

The Two Potato Clock will retail for approximately $12 $15 and is expected to be available in department stores, drug and variety stores, discount stores and gift shops around the country by May 1, just in time to make unique Mother's Day, Father's Day and graduation gifts, according to Ruhl.

He explained why The Two Potato Clock works, running continuously and keeping accurate time:

"Scientists have known for years that there is a small amount of electrical energy in certain acidic fruits and vegetables. The Two Potato Clock uses a special chip that requires only a minimal amount of electricity — generated from potatoes or other items — to power it. The clock's two electrodes, one copper and one zinc, are inserted into each potato, or other fruit or vegetable, can of beer or cola, or house plant. When the electrodes are in place, a chemical reaction occurs which generates the electricity that runs the clock."

In effect, he said, the two potatoes act as a battery. Electrons are liberated at the zinc electrode and consumed at the copper electrode, and the flow of electrons between the two electrodes forms the electrical current that drives the clock.

Besides potatoes, alternate power sources for The Two Potato Clock include apples, avocados, bananas, beer, cucumbers, grapefruit, lemons, limes, oranges, pineapples, house plants, salt water, soda pop, sweet potatoes and tomatoes.

Ruhl pointed out that after a certain period of time, varying for different power sources, the wire electrodes will need to be repositioned in fruits or vegetables as the moisture in the holes made by the probes dries up. And of course, he said, fruits and vegetables eventually will have to be replaced, adding that potatoes, especially sweet potatoes, seem to work the best and last the longest.

Plant powered clocks need only be watered regularly to keep them running continuously.

The Two Potato Clock represents a new direction for Skilcraft, whose traditional product line includes educational and scientific toys and novelty items for young people ages eight and up.

Questions

1. What does "MG" in the headline mean?
2. What is the new product called?
3. What other kinds of foods can be used?
4. What kind of power operates the clock?
5. What produces electicity between the electrodes?
6. Why do you have to move the electrodes from time to time?
7. What do you have to do to keep the plant-powered clocks running?
8. Has Skilcraft made clocks before?

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6 Jackson -1984

Appendix C

AP Laserphoto

East meets West over a hot dog and a hamburger as two Chinese sample the fare at the Yi Li Fast Food restaurant in Peking

Donald now a Peking duck as China gets fast-food cafe

PEKING (UPI)—China's first Western fast-food restaurant, featuring a likeness of Donald Duck holding a chicken drumstick and drink on the roof, opened Wednesday amid the Hollywood-style hoopla of a premiere movie.

Police were called to keep back the crowds and control traffic as city and food industry officials rolled up to the small plastic canopy of Yi Li [Righteous Advantage] Fast Food Restaurant in the heart of Peking.

Observers said free samples drew wide praise.

"Not bad," said one policeman, eating a sandwich. "We needed a place like this because we have only 30 minutes for meals."

"Peking doesn't have enough restaurants. There could be dozens of places like this," said Vice Mayor Zhang Beifang, who cut a red ribbon to officially open the restaurant.

The opening was reserved for officials. The restaurant will begin serving the public by Friday.

BY CHINESE standards the fare will not be cheap. Hamburgers cost 55 U.S. cents, hot dogs 50 cents, french fries 25 cents, beef curry and sweet and sour pork 90 cents.

A simple meat and vegetable dish for two in a Chinese restaurant costs 30 to 40 cents.

Donald Duck, the official restaurant logo, is on the restaurant's place mats, packaging and the roof.

"Everyone knows Peking duck, but since this is Western food, those involved with the planning thought Donald Duck was appropriate," said David Ho, general manager of Fung Ping Fan Food Services in Hong Kong, which acted as consultants and provided two cooks to train the Yi Li staff.

Read the article. Use the vocabulary to help you understand. Answer the questions.

Vocabulary

1. likeness - something that looks the same as the original
2. drumstick - chicken leg
3. hoopla - celebration
4. canopy - a roof-like covering
5. fare - kind of food
6. logo - symbol of business

Questions

1. Where is the Yi Li Restaurant?
2. What is special about the Yi Li Restaurant?
3. What American character is the symbol of this restaurant?
4. Will the restaurant be popular? Why?
5. How does the price of the food at Yi Li compare to the price of food in a regular Chinese restaurant?

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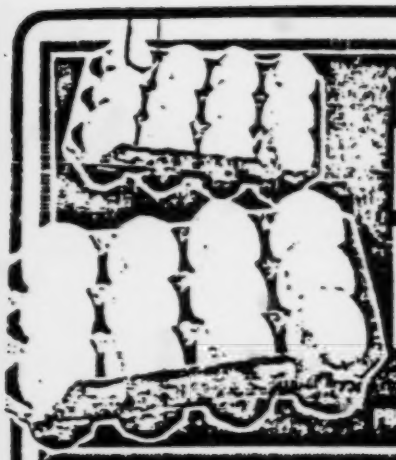
READING ADS

Study the ads. Then circle YES or NO for each statement.

1.	A carton of Seven-Up costs the same as six cans of Seven-Up.	YES	NO
2.	The package of plates has 50 plates in it.	YES	NO
3.	A dozen large eggs costs $1.09 if you buy $12.00 in groceries.	YES	NO
4.	The pound cake mix comes in a one pound box.	YES	NO
5.	Butera beverages are cheaper than R.C. Cola.	YES	NO
6.	You get three packages of paper towels for $1.39.	YES	NO
7.	Ice cream bars cost the same as Dreamsicles.	YES	NO
8.	You can buy 4 jars of baby food for $.89.	YES	NO
9.	You can buy beer in any Butera food store.	YES	NO
10.	There are two kinds of crackers in the food ad.	YES	NO
11.	If you spend $10.00, you can buy two dozen eggs at the sale price.	YES	NO
12.	Seventy-two candles will cost 47c.	YES	NO
13.	Sandwich bread is cheaper per pound than honeywheat bread.	YES	NO
14.	Each bottle of wine costs $8.99.	YES	NO
15.	A strawberry whipped cream cake costs $1.49.	YES	NO

Barbara Isaacson - 1984

BUTERA FINER FOODS



FRESH - GRADE A
MEDIUM EGGS
LARGE 87¢ DOZ.
79¢ DOZEN
LIMIT ONE DOZEN WITH EACH $5.00 PURCHASE
PRICE WITHOUT PURCHASE MED. 99¢ DOZ., LARGE $1.09 DOZ.

MANISCHEWITZ
MACAROONS ..... 10 OZ. CAN $1.49

MANISCHEWITZ
BORSCHT ..... 32 OZ. BOTTLE 75¢

(72's - $2.39)
SABBATH CANDLES ..... 12's 47¢

MANISCHEWITZ
POTATO STARCH ..... 12 OZ. PKG. 97¢

MANISCHEWITZ or GOODMAN
MATZO $5.79 5 LB. PKG.

MANISCHEWITZ - 27 OZ. CAN
GEFILTE FISH and WHITE & PIKE $1.79

12 OZ. BOX
MANISCHEWITZ CAKE MIX $1.37

MA COHEN - OLD FASHIONED
PICKLED HERRING ..... 32 OZ. JAR $2.49

MANISCHEWITZ
HORSERADISH ..... 8 OZ. JAR 59¢

MASTER BLEND COFFEE 26 OZ. CAN $3.69

DROMEDARY POUND CAKE MIX 16 OZ. BOX 79¢

GERBER - 4.5 OZ. JARS
STRAINED BABY FOOD . 4/89¢

DRESSEL'S CHOCOLATE FUDGE - 16 OZ. BOX
WHIPPED CREAM CAKE ... $1.49

16 OZ. BOX
SALERNO SALTINES ..... 79¢

COMO
TOMATO PURÉE ..... 6 OZ. SIZE CAN 69¢

NABISCO - 16 OZ. BOX
RITZ CRACKERS $1.39

OCEAN SPRAY - 48 OZ. BOTTLE
CRANBERRY JUICE COCKTAIL $1.49

- SEVEN-UP
- DR. PEPPER
- LIKE
- ORANGE CRUSH

8 16 OZ. BTLS. $1.19 PLUS DEP.

MEADOWGOLD
ICE CREAM BARS BOX OF 6 **79¢**

MEADOW GOLD **PUSH-UPS** BOX OF 6 **79¢**

MEADOW GOLD **DREAMSICLES** ..... PKG. OF 6 **59¢**

COUNTRY DELIGHT **SANDWICH BREAD** ..... 1½ LB. LOAF **69¢**

COUNTRY DELIGHT **HONEYWHEAT BREAD** ..... LB. LOAF **59¢**

KEEBLER **CHIPS DELUXE** ..... 13 OZ. PKG. **$1.39**

KRAFT - MINIATURE **MARSHMALLOWS** ..... 10½ OZ. BAG **49¢**

BUTERA BEVERAGE 2 LITER **69¢**

YESS BEVERAGE 6 12 OZ. CANS 99¢

- R.C. • DIET RITE COLA • R.C. 100 — 2 LITER BOTTLE **$1.09**
- SEVEN-UP • CRUSH • LIKE • DR. PEPPER — 6 12 OZ. CANS **$1.49**

HEFTY - FOAM PLATES 50 CT. PKG. **$1.49**

MR. BIG **PAPER TOWELS** PKG. OF 3 **$1.39**

DIXIE - 6 OZ **KITCHEN REFILLS** 100 CT. BOX **$1.49**

LIQUOR DEPT. NOT AVAILABLE AT ALL STORES

OLD STYLE REG. OR LIGHT **BEER** 12 12 OZ. N.R.B. **$3.99**

E&J VARIETALS WINE • FRENCH COLOMBARD • ROSE • CHENIN BLANC 3 1.5 **$8.99**

SASHA VODKA 1.75 **$6.99**

REGULAR OR LIGHT **STROH'S BEER** ..... 12 OZ. CANS **12/$3.99**

ORIGINAL **BAILEY'S IRISH CREAM** ..... 750 ML. **$11.99**

EARLY TIMES ..... 750 ML. **$4.99**

BEST COPY AVAILABLE

Now Available in Unscented Too!

(Of course, original softly scented Puffs is still available)

This coupon good when you buy Two Any Size Puffs

CIRCLE YES OR NO

YES NO 1. You can use this coupon to buy one box of Puffs.

YES NO 2. You can buy any size Puffs.

YES NO 3. If you have two coupons, you can save 40c at one time.

YES NO 4. Puffs is a kind of food.

YES NO 5. Some Puffs have a special smell.

YES NO 6. You must buy two boxes of Puffs.

B. Isaacson
1984

CIRCLE YES OR NO

YES NO 1. This is a coupon for dog food.

YES NO 2. You get a free box of food if you give this coupon to the cashier.

YES NO 3. You must use this coupon before January 31, 1984.

YES NO 4. You must buy some cat food when you use the coupon.

YES NO 5. The name of the food is "Cat Chow".

B. Isaacson
1984

BEST COPY AVAILABLE

10¢ OFF Aunt Jemima®
EASY MIX
Corn Bread or Coffee Cake
STORE COUPON - NO EXPIRATION DATE
RETAILER: As our agent you may accept this coupon from retail customers only when re-
deemed on the specified products. Quaker will redeem you for the face value of this
coupon plus 8¢ for handling. Any other use may constitute fraud. Adequate proof of purchase
must be submitted upon request. Customer pays any tax. This coupon is void if transferred,
assigned, reproduced, faxed, licensed, restricted or whenever prohibited by law. Offer good
only in U.S.A. and military commissaries and exchanges. Cash value 1/20¢. Other good
Quaker authorized dealing issues sending to The Quaker Oats Company, P.O. Commerce Drive,
Dax 6100, [illegible]. TERMS OF OFFER: Redeemable only on the purchase of specified
product(s). Any other use may void all coupons submitted for redemption and such coupons
may be confiscated. Limit one coupon per transaction.
Coffee Cake
Corn Bread
39
DM4
6¢
NN 0039486
10¢

CIRCLE YES OR NO

YES NO 1. One box has a cake inside.

YES NO 2. Aunt Jemima is someone's relative.

YES NO 3. You can save 20c if you buy both boxes.

YES NO 4. You must buy these before December 1.

YES NO 5. It is easy to make the cake and the bread.

YES NO 6. The bread mix has bananas in it.

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Scratch & Sniff THE GREAT TASTE OF SCOPE®

Scope Works, Don't Let the Good Taste Fool You!

And now save 20¢ on the Great Taste of Scope...

3518SC

38474

SUPPORT THE WOMAN'S DAY OLYMPIC FUND

20¢

SAVE 20¢

WHEN YOU BUY ONE ANY SIZE SCOPE®

3R174

LIMIT ONE COUPON PER PURCHASE PROCTER & GAMBLE STORE COUPON

CIRCLE YES or NO

YES NO 1. SCOPE is a drink

YES NO 2. You save 20c on any bottle of SCOPE you buy.

YES NO 3. If you have five coupons, you can save $1.00 on a bottle of SCOPE.

B. Isaacson
1984

BEST COPY AVAILABLE

CIRCLE YES OR NO

YES NO 1. You must buy 5 at one time.

YES NO 2. Camay is a kind of soap.

YES NO 3. You save 30c if you buy two.

YES NO 4. Camay comes in 5 colors.

YES NO 5. Camay has coconut in it.

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B. Isaacson
1984

CIRCLE YES OR NO

YES NO 1. The coupon is for Mama to use.

YES NO 2. You can use the coupon any time.

YES NO 3. You can save 25¢ if you buy one large pizza.

YES NO 4. The name of the pizza is Celeste.

YES NO 5. You must buy a cheese pizza with the coupon.

B. Isaacson
1984

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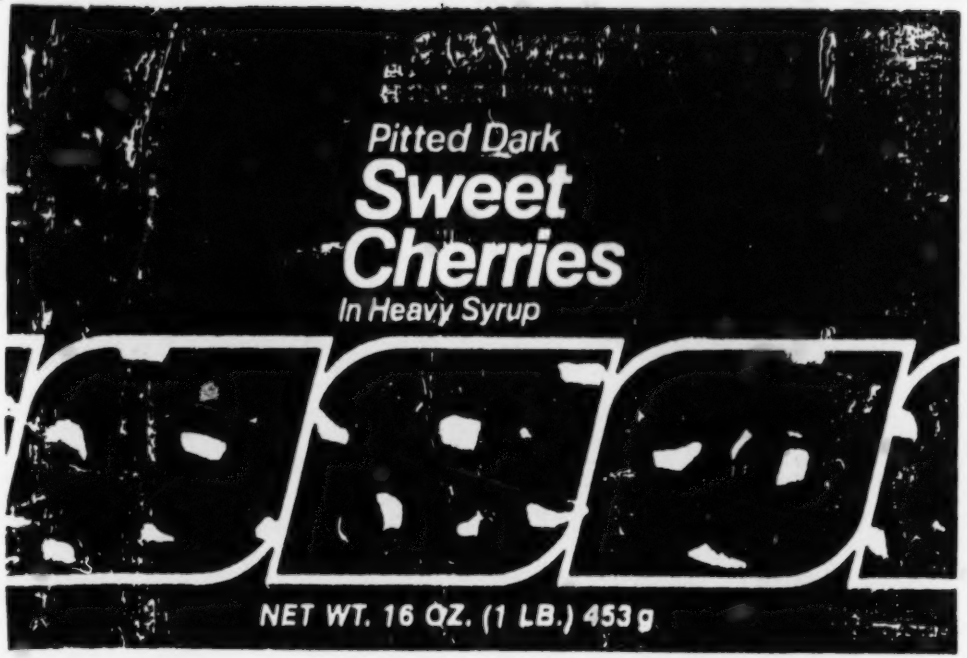
READING FOOD LABELS

Study the labels. Then circle YES or NO for each statement.

1. The can of cherries weighs twice as much as the can of pineapple. YES NO
2. Both cans of fruit have sugar added to the fruit. YES NO
3. You can probably buy #1 at any food store. YES NO
4. You can probably buy #2 at any food store. YES NO
5. The cherries have seeds inside them. YES NO
6. There are 4 slices of pineapple in the can. YES NO
7. "DOLE" is the name of the store where you can buy pineapple. YES NO
8. The can of cherries contains water. YES NO
9. The amount of fruit in each can is the same as the net weight. YES NO
10. The word "ingredients" on label #1 means the same as the word "sliced" on label #2. YES NO
11. A serving of cherries is 1/2 cup. YES NO
12. A serving of pineapple has less calories than a serving of cherries. YES NO
13. Neither fruit provides very much protein for your diet. YES NO
14. A serving of cherries has more Vitamin C than a serving of pineapple. YES NO
15. Label #1 suggests an additional way you can serve the fruit. YES NO
16. The Universal Product Codes (UPC) have the same amount of numbers for each can of fruit. YES NO
17. The label says you can get your money back if you don't like the pineapple. YES NO
18. One of the cans of fruit is distributed by a California company. YES NO

B. Isaacson - 1984



Jewel

Pitted Dark Sweet Cherries

In Heavy Syrup

INGREDIENTS: PITTED DARK SWEET CHERRIES, WATER, SUGAR AND CORN SWEETENER.

NUTRITION INFORMATION

PER SERVING:	
SERVING SIZE	½ CUP
SERVINGS PER CONTAINER	APPROX. 4
CALORIES	110
PROTEIN	1g
CARBOHYDRATE	28g
FAT	0g
SODIUM	10mg

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

PROTEIN	*	RIBOFLAVIN	*
VITAMIN A	4	NIACIN	*
VITAMIN C	4	CALCIUM	*
THIAMINE	*	IRON	*

*CONTAINS LESS THAN 2 PERCENT OF THE U.S. RDA OF THESE NUTRIENTS

DISTRIBUTED BY
JEWEL COMPANIES, INC.
MELROSE PARK, IL 60160

NET WT. 16 OZ. (1 LB.) 453g
WT. OF FRUIT 10½ OZ. (304g)†

†Weight of fruit means weight before addition of liquid necessary for processing.

SERVING SUGGESTION: DRAIN CHERRIES. USE SYRUP AS PART OF LIQUID REQUIRED TO MAKE CHERRY GELATIN. CHILL 45 MINUTES. WHEN CHILLED TO JELLY-LIKE CONSISTENCY ADD CHERRIES. CHILL TO FIRM.

If you would like additional product information or serving suggestions, write to our Consumer Affairs Department.

QUALITY GUARANTEE: SATISFACTION GUARANTEED OR YOUR MONEY BACK.

0 41280 06722 2

Dole

sliced pineapple

IN UNSWEETENED PINEAPPLE JUICE

Net Wt. 8 oz. (227 g) - Wt. of Pineapple 5¼ oz. (149 g)†

Dole sliced pineapple — 4 SLICES

IN UNSWEETENED PINEAPPLE JUICE — NO. 1 FLAT CAN

NUTRITION INFORMATION
PER SERVING SIZE: 2 SLICES WITH JUICE.
CONTAINS 4 SLICES (2 SERVINGS)

CALORIES	70	CARBOHYDRATES	18g
PROTEIN	0g	FAT	0g
SODIUM	LESS THAN 10mg		

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

PROTEIN	*	RIBOFLAVIN	*
VITAMIN A	*	NIACIN	*
VITAMIN C	6%	CALCIUM	*
THIAMIN	6%	IRON	*

*CONTAINS LESS THAN 2% OF THE U.S. RDA OF THIS NUTRIENT

CONTAINS SLICED PINEAPPLE AND PINEAPPLE JUICE

DISTRIBUTED BY
CASTLE & COOKE FOODS
50 CALIFORNIA STREET · SAN FRANCISCO, CA 94111

† WEIGHT OF PINEAPPLE MEANS WEIGHT BEFORE ADDITION OF LIQUID NECESSARY FOR CANNING

0 38900 00139

Appendix F

67

68

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APPROACH USED BY A VOLUNTEER TUTOR

Learning to Read a Story

1. Stories were specifically written for the student. Names of characters were names of his family.
2. Flash cards were made for each new word.
3. Flash cards were made for each sentence in the first two stories.
4. Words presented on one page were repeated on the following pages.
5. Each new word was presented several additional times in the story, if possible.
6. Each story also included every word from all preceding stories at least once.
7. Plurals, -ing endings, -ed endings, etc., were all treated as new words.
8. Flash cards were also made to introduce punctuation marks - periods, commas, quotes, etc.
9. Quotation marks were used to indicate speaking, but the speaker was indicated by an encircled letter so as to avoid repetition of "said" or the need to introduce other similar words instead of more basic ones.

Method

1. Several flash card words were presented and taught.
2. Student's spouse was asked to review these in random order each evening, adding more as earlier ones were learned.
3. Well learned cards were dropped, only being re-added if confusion with a new word arose (example NOW - NOT).
4. Flash cards sentences were presented. Because all the words were known, the level of success was high.
5. At this time appropriate punctuation marks were explained for student who was unfamiliar with even use of period.
6. When all sentence flash cards for story were learned, student was asked to read the story from the book. Again, level of success was higher than without sentence cards.
7. After 2 stories, sentence cards were discontinued. Student had learned concept of putting words together to form a sentence.
8. As the student progressed into second book, other books were introduced through assisted reading or sight reading depending on the amount of new vocabulary.
9. Phonics were introduced using modified LVA approach, but using words familiar to student as key words.

Results

Before this course the student could read his name and only one other word - "the". He knew nothing about the alphabet letters or their sounds. He was also unfamiliar with sentence structure.

After one year the student has acquired a reading vocabulary of more than 200 words and has read approximately 8 books.

Because his spouse became ill, she was not able to help with the regular review of the word cards. This has slowed the student's progress considerably.

Although his progress has slowed, this student's determination continues to be strong. He works on reading nearly every night.

Story 1.

1. Here is Charles.	here
	is
2. Here is a house.	Charles
	a
3. Here is a house.	house
4. Charles lives here.	lives
5. Charles lives in an a house.	lives
6. Here is the house Charles lives in.	in
7. The house is small.	small
8. The house is big.	big
9. Here is a small brown house.	brown
10. Here is a big yellow house.	yellow
11. The small house is brown	
12. Charles lives in the big yellow house.	
13. Charles built a small brown house.	built
14. He built a big yellow house.	he
15. Here is the brown house Charles built.	
16. Here is the yellow house Charles lives is.	

Appendix G

Story 2

1.	Charles built a floor.	floor
2.	He put a floor in the big yellow house.	put
3.	Charles built the walls.	walls
4.	He put walls in the house he lives in.	
5.	He built a floor and walls.	and
6.	He built a roof.	roof
7.	Here is the roof Charles built.	
8.	Charles put a floor and walls and a roof in the big yellow house.	
9.	he needs a floor in the small house.	needs
10.	He needs to put walls in the brown house.	to
11.	The small house needs a roof. Charles built a new roof.	new
12.	The house needs a door.	door
13.	The house needs windows.	windows
14.	Charles needs to put a new door and windows in the house.	
15.	The big yellow house has a floor and walls.	has
16.	The house Charles lives has a new roof.	
17.	Charles has to put a door and windows in the house.	